

PARIS ELEMENTARY

1004 Piedmont Park Road
Greenville, South Carolina 29609

GRADES K-5 Elementary School

ENROLLMENT 498 Students

PRINCIPAL Sue Anne W. Link 864-292-7569

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
26	22	2	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

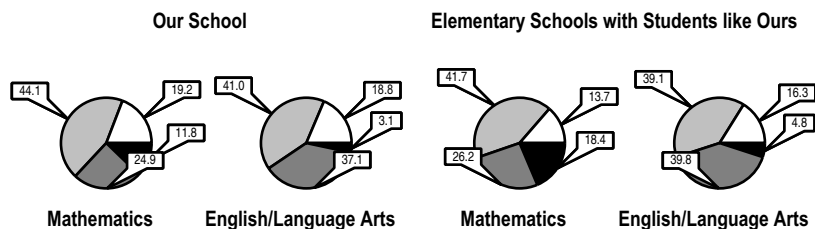
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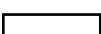
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	34	79	59
Percent satisfied with learning environment	94.1%	88.3%	82.5%
Percent satisfied with social and physical environment	100.0%	87.3%	78.0%
Percent satisfied with home-school relations	100.0%	87.3%	86.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	242	100.0	18.8	41.0	37.1	3.1	40.2	17.6
Gender								
Male	122	100.0	23.9	41.0	33.3	1.7	35.0	17.6
Female	120	100.0	13.4	41.1	41.1	4.5	45.5	17.6
Racial/Ethnic Group								
White	209	100.0	14.6	41.4	40.4	3.5	43.9	17.6
African-American	22	100.0	45.0	45.0	10.0	N/A	10.0	17.6
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	202	100.0	9.6	44.1	42.6	3.7	46.3	17.6
Disabled	40	100.0	61.0	26.8	12.2	N/A	12.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	242	100.0	18.8	41.0	37.1	3.1	40.2	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	241	100.0	18.9	40.8	37.3	3.1	40.4	17.6
Socio-Economic Status								
Subsidized meals	66	100.0	35.6	42.4	22.0	N/A	22.0	17.6
Full-pay meals	176	100.0	12.9	40.6	42.4	4.1	46.5	17.6

Mathematics								
All students	242	100.0	19.2	44.1	24.9	11.8	36.7	15.5
Gender								
Male	122	100.0	20.5	45.3	22.2	12.0	34.2	15.5
Female	120	100.0	17.9	42.9	27.7	11.6	39.3	15.5
Racial/Ethnic Group								
White	209	100.0	15.2	44.4	27.8	12.6	40.4	15.5
African-American	22	100.0	55.0	45.0	N/A	N/A	N/A	15.5
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	202	100.0	12.2	46.3	28.2	13.3	41.5	15.5
Disabled	40	100.0	51.2	34.1	9.8	4.9	14.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	242	100.0	19.2	44.1	24.9	11.8	36.7	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	241	100.0	19.3	43.9	25.0	11.8	36.8	15.5
Socio-Economic Status								
Subsidized meals	66	100.0	40.7	40.7	13.6	5.1	18.6	15.5
Full-pay meals	176	100.0	11.8	45.3	28.8	14.1	42.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	82	N/A	20.7	32.9	41.5	4.9	46.3
	Grade 4	82	N/A	11.1	44.4	42.0	2.5	44.4
	Grade 5	90	N/A	5.6	58.4	34.8	1.1	36.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	75	100.0	9.0	26.9	59.7	4.5	64.2
	Grade 4	80	100.0	19.5	44.2	31.2	5.2	36.4
	Grade 5	87	100.0	25.9	49.4	24.7	N/A	24.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	82	N/A	22.0	34.1	25.6	18.3	43.9
	Grade 4	82	N/A	22.2	38.3	17.3	22.2	39.5
	Grade 5	90	N/A	15.7	38.2	31.5	14.6	46.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	75	100.0	9.0	47.8	29.9	13.4	43.3
	Grade 4	80	100.0	9.1	49.4	27.3	14.3	41.6
	Grade 5	87	100.0	36.5	36.5	18.8	8.2	27.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 498)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.5%	Up from 2.4%	1.9%	2.4%
Attendance rate	96.4%	Down from 96.6%	96.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	28.5%	Down from 30.8%	25.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.5%	Up from 10.8%	6.7%	8.0%
Older than usual for grade	0.8%	Up from 0.4%	0.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	64.5%	Down from 71.0%	53.9%	50.0%
Continuing contract teachers	87.1%	Up from 83.9%	86.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	92.9%	Up from 92.1%	88.8%	86.2%
Teacher attendance rate	98.4%	Down from 98.8%	95.7%	95.3%
Average teacher salary	\$43,094	Up 3.6%	\$41,507	\$39,909
Prof. development days/teacher	13.9 days	Up from 9.1 days	10.2 days	11.4 days

School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio	21.1 to 1	Down from 21.5 to 1	20.5 to 1	18.9 to 1
Prime instructional time	94.4%	Down from 94.6%	91.1%	89.7%
Dollars spent per pupil*	\$5,271	Up 3.6%	\$5,348	\$5,892
Percent spent on teacher salaries*	66.6%	Down from 67.2%	68.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Paris Elementary, a Red Carpet School, is truly a unique educational setting. Nestled at the base of Paris Mountain, the school is rich with tradition and history. As we anticipate completion of our new school in December, we also remember the grounds of Camp Sevier, a World War I training ground. Since that time, Paris ES has been a focal point of this community.

While maintaining and celebrating our past, Paris continually strives for the future. The Village Green Grant has enabled us to work in conjunction with Paris Mountain State Park to utilize our combined histories, our location, nature, and technology to further the education of our children. We gathered and analyzed data for the State Park to use to help our community maintain its ecological awareness. Our school theme for the past year revolved around nature and our partnership with Paris Mountain State Park, and we won Most Innovative Program Award by SCAET for this year.

All academic programs at the school are student centered and researched to ensure the best possible education for our students. Our reading and language arts program is based on Pat Cunningham's 4-Block method. We use this in conjunction with the Accelerated Reader Program to better serve the individual needs of our children. Our math program employs hands-on and dynamic project oriented approaches. We also enhance our math program with Math Superstars to promote individual standards based learning while focusing on creative and higher order thinking skills. Our teachers are well trained to provide an exciting combination of all subjects to teach standards based thematic units. Having over 71% of our faculty with master's degrees or better, 2 Nationally Board Certified Teachers, and 5 Top-Ten District Teachers of the Year, our teachers serve their students with a wealth of knowledge that is shared across grade levels.

Our students are offered a variety of opportunities to explore numerous clubs and activities such as PE, Competitive Sports, Science, Math, Technology, Chorus, Special Art Design, Drawing, Service Learning, Student Council, Career, Drama, Mentoring, or Fashion Design.

The success of our school has to do with support from a variety of groups and organizations. Our PTA logged over 44,000 volunteer hours last year and won SCPTA Most Outstanding Unit Award. These Volunteers read to students, help with classroom preparations, train and implement the SEEDS Reading Program, and help with general maintenance on the grounds of the school with beautification projects such as creating beautiful butterfly gardens and assisting with Paris' Official Schoolyard Habitat status. Together, with the community, district leadership, and a well-trained, motivated staff, Paris Elementary offers a truly unique and successful learning environment that allows our students to become successful members of our community.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.